

Montezuma Castle and Tuzigoot National Monuments Educator's Guide

and the Arizona State Standards

The following table identifies, by grade level, the Arizona State Standards addressed by each activity. This table is to be used as a guide in assisting educators in planning both field trips to the monuments and classroom exercises that can be completed before and after a site visit. For more information on visiting Montezuma Castle or Tuzigoot National Monuments with your class, please visit the "For Teachers" section of our website (www.nps.gov/moca).

<u>Grade Level</u>	<u>Standard #</u>	<u>Standard</u>	<u>Activity Title</u>	<u>Page #</u>	<u>Notes</u>
Kindergarten	SS00-S1C1-01	Retell personal events to show an understanding of how history is the story of events, people, and places in the past	Dig That Pad!	19-22	Modify Questions
Kindergarten	SS00-S1C2-01	Recognize that Native Americans are the original inhabitants of North America	The Real Natural Food and Supply Market	35-38	Modify Questions
Kindergarten	SS00-S1C2-01	Recognize that Native Americans are the original inhabitants of North America	Agriculture	39-41	Modify Questions
Kindergarten	R00-S3C1-02	Restate facts from listing to expository text.	Pithouse to Pueblo	42-45	Read aloud
Kindergarten	SS00-S5C1-04	Discuss differences between needs and wants	Let's Trade	46-49	Modify Questions
Kindergarten	R00-S3C1-02	Restate facts from listing to expository text.	To Plant or Not to Plant	59-61	Read aloud
Kindergarten	R00-S3C1-02	Restate facts from listing to expository text.	Modern Cultures of the Verde Valley	62-65	Read aloud
Kindergarten	SC00-S1C2-02	Participate in guided investigations in life, physical and Earth and space sciences	Is It Limestone?	87	Teacher led demo
Kindergarten	SC00-S1C2-02	Participate in guided investigations in life, physical and Earth and space sciences	Evaporates	88	Teacher led demo
Kindergarten	SC00-S4C3-02	Identify that plants and animals need the following to grow and survive: food, water, air, and space	Biological Diversity	92-94	Modify Questions

Kindergarten	SC00-S4C3-02	Identify that plants and animals need the following to grow and survive: food, water, air, and space	And Then There Were None	95-99	Modify Questions
Kindergarten	SC00-S1C2-02	Participate in guided investigations in life, physical and Earth and space sciences	Organism Search	100-102	Modify Questions
Kindergarten	SC00-S4C3-02	Identify that plants and animals need the following to grow and survive: food, water, air, and space	Organism Search	100-102	Modify Questions
Kindergarten	SC00-S4C3-02	Identify that plants and animals need the following to grow and survive: food, water, air, and space	Space for a Niche	103-109	Modify Questions
Kindergarten	R00-S3C1-02	Restate facts from listing to expository text.	Space for a Niche	103-109	Modify Questions
Kindergarten	SC00-S4C3-01	Identify some plants and animals that exist in the local environment	Scenery Seen	119	Modify Questions
Kindergarten	SC00-S4C3-01	Identify some plants and animals that exist in the local environment	Biological Diversity Hunt	120-121	Modify Criteria
Kindergarten	SC00-S4C3-01	Identify some plants and animals that exist in the local environment	Scavange for Biological Diversity	122-127	Modify Criteria
Kindergarten	SC00-S4C3-02	Identify some plants and animals that exist in the local environment	Blue Ribbon Niche	137-139	Modify Questions
Kindergarten	W00-S1C1-01	Generate ideas through class discussion	Aqua Worlds	150-152	Whole Class
Kindergarten	SC00-S6C1-01	Identify rocks, soil and water as basic Earth materials	Earth Layers	158	Modify Questions
Kindergarten	SC00-S1C2-02	Participate in guided investigations in life, physical and Earth and space sciences	Soil Samples	159	Whole Class
Kindergarten	SC00-S1C2-02	Participate in guided investigations in life, physical and Earth and space sciences	Water Flow	160	Whole Class
Kindergarten	SC00-S1C2-02	Participate in guided investigations in life, physical and Earth and space sciences	Wetlands Activities	164	Modify Criteria
Kindergarten	SC00-S4C3-02	Identify the basic properties of earth materials (rocks, soil, water; natural or manmade; reusable and recyclable)	Chain of Life	165	Modify Questions
Kindergarten	W00-S3C1-01	Create narratives by drawing, dictating, and/or emergent writing	How Animals See Their World	166	Modify Criteria
Kindergarten	SS00-S4C5-02	Recognize that resources are renewable, recyclable and non-renewable	Conserving the Parks	171-175	Modify Questions

Kindergarten	SS00-S4C1-03	Identify the location of significant geographic features from content studied on a physical or political map	Plotting Protected Places	176-181	Whole Class
Grade Level Standard # Standard Activity Title Page # Notes					
First Grade	SS01-S1C1-03	Use primary source materials (e.g. photos, artifacts, maps) to study people and events from the past	Dig That Pad	19-22	Modify Questions
First Grade	SS01-S1C2-01	Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans [Anasazi], Hohokam, Moundbuilders, Aztec, Mayan)	The Real Natural Food and Supply Market	35-38	Modify Questions
First Grade	SS01-S1C2-01	Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans [Anasazi], Hohokam, Moundbuilders, Aztec, Mayan)	Agriculture	39-41	Modify Questions
First Grade	R01-S3C1-02	Answer questions (e.g., who, what, when, where, why, how) about expository text, heard or read	Pithouse to Pueblo	42-45	Read aloud
First Grade	SS01-S5C1-01	Discuss the difference between basic needs and wants	Let's Trade!	46-49	Modify Questions
First Grade	SS01-S5C1-02	Recognize that people need to make choices because of limited resources	Let's Trade!	46-49	Modify Questions
First Grade	R01-S3C1-02	Answer questions (e.g., who, what, when, where, why, how) about expository text, heard or read	To Plant or Not to Plant	59-61	Read aloud
First Grade	R01-S3C1-02	Answer questions (e.g., who, what, when, where, why, how) about expository text, heard or read	Modern Cultures of the Verde Valley	62-65	Read aloud
First Grade	SC01-S1C2-02	Participate in guided investigations in life, physical, and Earth and Space sciences	Is it Limestone?	87	Teacher led

First Grade	SC01-S1C2-02	Participate in guided investigations in life, physical, and Earth and Space sciences	Evaporates	88	Teacher led
First Grade	SC01-S4C3-02	Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.	Biological Diversity	92-94	Modify Questions
First Grade	SC01-S4C3-03	Describe how plants and animals within a habitat are dependent on each other	Biological Diversity	92-94	Modify Questions
First Grade	SC01-S4C3-02	Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.	And Then There Were None	95-99	Modify Questions
First Grade	SC01-S4C3-03	Describe how plants and animals within a habitat are dependent on each other	And Then There Were None	95-99	Modify Questions
First Grade	SC01-S1C2-04	Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper).	Organism Search	100-102	Modify Questions
First Grade	SC01-S4C3-02	Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.	Organism Search	100-102	Modify Questions
First Grade	SC01-S4C3-03	Describe how plants and animals within a habitat are dependent on each other	Organism Search	100-102	Modify Questions
First Grade	SC01-S4C3-03	Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.	Space for a Niche	103-109	Modify Questions
First Grade	R01-S3C1-02	Answer questions (e.g., who, what, when, where, why, how) about expository text, heard or read	Space for a Niche	103-109	Read aloud
First Grade	SC01-S4C3-01	Identify some plants and animals that exist in the local environment	Scenery Seen	119	Modify Questions
First Grade	SC01-S4C3-01	Identify some plants and animals that exist in the local environment	Biological Diversity Hunt	120-121	Modify Questions
First Grade	SC01-S4C3-01	Identify some plants and animals that exist in the local environment	Scavenge for Biological Diversity	122-127	Modify Questions
First Grade	SC01-S4C3-03	Describe how plants and animals within a habitat are dependent on each other	Blue Ribbon Niche	137-139	Modify Questions
First Grade	SC01-S4C3-02	Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.	The Edge of Home	145-149	Modify Questions

First Grade	W01-S1C1-01	Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion)	Aqua Worlds	150-152	Modify Criteria
First Grade	SC01-S6C1-01	Describe the following basic earth materials: rocks, soil, water	Earth Layers	158	Modify Questions
First Grade	SC01-S1C2-02	Participate in guided investigations in life, physical, and Earth and Space sciences	Soil Samples	159	Teacher led
First Grade	SC01-S1C2-02	Participate in guided investigations in life, physical, and Earth and Space sciences	Water Flow	160	Teacher led
First Grade	SC01-S1C2-02	Participate in guided investigations in life, physical, and Earth and Space sciences	Wetlands Activities	164	Modify Questions
First Grade	SC01-S4C3-03	Describe how plants and animals within a habitat are dependent on each other	Chain of Life	165	Modify Questions
First Grade	W01-S3C1-01	Write a narrative that includes: a) a main idea based on real or imaged events, b) character(s) c) a sequence of events	How Animals See Their World	166	With Pictures
First Grade	SC01-S6C1-04	Identify the following as being natural resources: air, water, soil, trees, wildlife	What Would Happen If?	167	Modify Questions
Grade Level Standard # Standard Activity Title Page # Notes					
Second Grade	R02-S3C1-02	Locate facts in response to questions about expository text	Pithouse to Pueblo	42-45	Modify Questions
Second Grade	SS02-S5C1-01	Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources	Let's Trade!	46-49	Modify Questions
Second Grade	SS02-S5C1-02	Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park)	Let's Trade!	46-49	Modify Questions
Second Grade	R02-S3C1-02	Locate facts in response to questions about expository text	To Plant or Not to Plant	59-61	Modify Questions
Second Grade	R02-S3C1-02	Locate facts in response to questions about expository text	Modern Cultures of the Verde Valley	62-65	Modify Questions
Second Grade	SC02-S1C2-02	Participate in guided investigations in life, physical, and Earth and space sciences	Is It Limestone?	87	Teacher led

Second Grade	SC02-S1C2-02	Participate in guided investigations in life, physical, and Earth and space sciences	Evaporates	88	Teacher led
Second Grade	SC02-S1C2-04	Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper)	Organism Search	100-102	Simple data
Second Grade	W02-S1C1-01	Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion)	Aqua Worlds	150-152	Modify Questions
Second Grade	SC02-S1C2-02	Participate in guided investigations in life, physical, and Earth and space sciences	Soil Samples	159	Modify Questions
Second Grade	SC02-S1C2-02	Participate in guided investigations in life, physical, and Earth and space sciences	Water Flow	160	Modify Questions
Second Grade	SC02-S1C2-02	Participate in guided investigations in life, physical, and Earth and space sciences	Wetlands Activities	164	Modify Questions
Second Grade	W02-S3C1-01	PO 1. Write a narrative that includes: a. a main idea based on real or imagined events b. character(s) c. a sequence of events	How Animals See their World	166	Simple writing
Second Grade	SS02-S4C5-02	Recognize ways of protecting natural resources	Conserving the Parks	171-175	Modify Questions
Second Grade	SS02-S4C1-02	Intrepret political and physical maps using the following elements: a) alpha numeric grides, b) title, c) compass rose-cardinal directions, d) key (legend), e) symbols	Plotting Protected Places	176-181	Simplify
Grade Level Standard # Standard Activity Title Page # Notes					
Third Grade	SS03-S1C1-03	Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	Dig That Pad!	19-22	Modify Questions

Third Grade	SC03-S3C1-01	Describe the major factors that could impact a human population (e.g., famine, drought, disease, improved transportation, medical breakthroughs)	Trees of Time	23-26	Modify Questions
Third Grade	R03-S3C1-02	Locate facts in response to questions about expository text.	Pithouse to Pueblo	42-45	Guided Reading
Third Grade	SS03-S5C1-01	Identify how scarcity requires people to make choices due to their unlimited wants and needs	Let's Trade!	46-49	
Third Grade	SS03-S5C1-02	Identify opportunity costs in personal decision-making situations	Let's Trade!	46-49	
Third Grade	SS03-S4C1-04	Construct maps using symbols to represent human and physical features	Who Were the Prehistoric Southwest People?	50-58	Modify Questions
Third Grade	R03-S3C1-02	Locate facts in response to questions about expository text.	To Plant or Not To Plant	59-61	Guided Reading
Third Grade	R03-S3C1-02	Locate facts in response to questions about expository text.	Modern Cultures of the Verde Valley	62-65	Guided Reading
Third Grade	SC03-S1C2-03	Conduct simple investigations (e.g., related to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical, and Earth and space sciences	Is It Limestone?	87	Teacher led, if needed
Third Grade	SC03-S1C2-03	Conduct simple investigations (e.g., related to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical, and Earth and space sciences	Evaporates	88	Teacher led, if needed
Third Grade	SC03-S1C2-05	Use metric and U.S. customary units to measure objects	Evaporates	88	Teacher led, if needed
Third Grade	SC03-S4C3-05	Describe how environmental factors (e.g., soil compositions, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce and thrive	Biological Diversity	92-94	

Third Grade	SC03-S4C3-05	Describe how environmental factors (e.g., soil compositions, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce and thrive	And then There Were None	95-99	
Third Grade	SC03-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list, written log)	Organism Search	100-102	
Third Grade	SC03-S4C3-05	Describe how environmental factors (e.g., soil compositions, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce and thrive	Organism Search	100-102	
Third Grade	SC03-S4C3-05	Describe how environmental factors (e.g., soil compositions, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce and thrive	Space for a Niche	103-109	
Third Grade	R03-S3C1-02	Locate facts in response to questions about expository text.	Space for a Niche	103-109	Teacher assist
Third Grade	SC03-S4C4-01	Identify adaptations of plants and animals that allow them to live in specific environments	Win, Lose or Adapt	110-113	
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	Passing in Cincinnati, September 1, 1914	114-117	Read aloud
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	The Incredible Shrinking Habitat	118	
Third Grade	SC03-S4C3-01	Identify the living and nonliving components of an ecosystem	Scenery Seen	119	

Third Grade	SC03-S4C3-01	Identify the living and nonliving components of an ecosystem	Biological Diversity Hunt	120-121	
Third Grade	SC03-S4C3-03	Explain the interrelationships among plants and animals in different environments: producers--plants, consumers--animals, decomposers--fungi, insects, bacteria	Biological Diversity Hunt	120-121	
Third Grade	SC03-S4C3-01	Identify the living and nonliving components of an ecosystem	Scavage for Biological Diversity	122-127	
Third Grade	SC03-S4C3-03	Explain the interrelationships among plants and animals in different environments: producers--plants, consumers--animals, decomposers--fungi, insects, bacteria	Scavage for Biological Diversity	122-127	
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	Going Away for Winter--Or, What do we Mean by "Our?"	128-129	
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	What Extinct or Endangered Species Am I?	130	
Third Grade	SC03-S4C3-03	Explain the interrelationships among plants and animals in different environments: producers--plants, consumers--animals, decomposers--fungi, insects, bacteria	Blue Ribbon Niche	137-139	
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	Ducks Limited	140-144	
Third Grade	SC03-S4C3-05	Describe how environmental factors (e.g., soil compositions, range of temperature, quatity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce and thrive	The Edge of Home	145-149	

Third Grade	W03-S1C1-01	Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material).	Aqua Worlds	150-152
Third Grade	SC03-S4C4-01	Identify adaptations of plants and animals that allow them to live in specific environments	Fashion a Fish	153-156
Third Grade	SC03-S6C1-03	Classify rocks based on the following physical properties: color, texture	Earth Layers	158
Third Grade	SC03-S1C2-03	Conduct simple investigations (e.g., related to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical, and Earth and space sciences	Soil Samples	159
Third Grade	SC03-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list, written log)	Soil Samples	159
Third Grade	SC03-S1C2-03	Conduct simple investigations (e.g., related to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical, and Earth and space sciences	Water Flow	160
Third Grade	SC03-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list, written log)	Water Flow	160
Third Grade	SC03-S1C2-04	Use metric and U.S. customary units to measure objects	Wetlands Activities	164
Third Grade	SC03-S4C3-03	Explain the interrelationships among plants and animals in different environments: producers--plants, consumers--animals, decomposers--fungi, insects, bacteria	Chain of Life	165

Third Grade	W03-S3C1-01	PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events	How Animals See Their World	166	
Third Grade	SC03-S6C1-06	Describe ways humans use Earth materials (e.g., fuel, building materials, growing food)	What Would Happen If?	167	
Third Grade	SC03-S3C1-02	Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides)	Design Your Own National Park	170	
Third Grade	SS03-S4C5-02	Describe ways of protecting natural resources	Conserving the Parks	171	
Third Grade	SS03-S4C1-03	Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols, and legend	The World in Spatial Terms	175	
<u>Grade Level</u>	<u>Standard #</u>	<u>Standard</u>	<u>Activity Title</u>	<u>Page #</u>	<u>Notes</u>
Fourth Grade	SS04-S1C1-04	Describe how archaeological research adds to our understanding of the past	Dig that Pad!	19-22	
Fourth Grade	SC04-S3C1-02	Evaluate the consequences of environmental occurrences that happen either rapidly (e.g., fire, flood, tornado) or over a long period of time (e.g., drought, melting ice caps, the greenhouse effect, erosion)	Trees of Time	23-26	

Fourth Grade	SS04-S1C2-01	Describe the legacy and cultures of prehistoric people in the Americas: a) characteristics of hunter-gatherer societies b) the development of agriculture	The Real Natural Food and Supply Market	35-38	
Fourth Grade	SS04-S1C2-02	Describe the cultures and contributions of the Mongollon, Ancestral Puebloans (Anasazi) and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alterations of the environment)	The Real Natural Food and Supply Market	35-38	
Fourth Grade	SS04-S1C2-02	Describe the cultures and contributions of the Mongollon, Ancestral Puebloans (Anasazi) and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alterations of the environment)	Agriculture	39-41	
Fourth Grade	R04-S3C1-08	Draw valid conclusions based on information gathered from expository text.	Pithouse to Pueblo	42-45	
Fourth Grade	SS04-S5C1-03	Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives care)	Let's Trade!	46-49	
Fourth Grade	SS04-S4C1-04	Construct charts and graphs to display geographic information	Who Were the Prehistoric Southwest People?	50-58	
Fourth Grade	R04-S3C1-08	Draw valid conclusions based on information gathered from expository text.	To Plant or Not to Plant	59-61	
Fourth Grade	R04-S3C1-08	Draw valid conclusions based on information gathered from expository text.	Modern Cultures of the Verde Valley	62-65	
Fourth Grade	SC04-S1C2-03	Conduct controlled investigations (e.g., related to erosion, plant life cycles, weather, magnetism) in life, physical, and Earth and space sciences	Is It Limestone?	87	

Fourth Grade	SC04-S1C2-03	Conduct controlled investigations (e.g., related to erosion, plant life cycles, weather, magnetism) in life, physical, and Earth and space sciences	Evaporates	88	
Fourth Grade	SC04-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list, written log)	Evaporates	88	
Fourth Grade	SC04-S4C3-01	Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population	Biological Diversity	92-94	
Fourth Grade	SC04-S4C3-01	Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population	And Then There Were None	95-99	
Fourth Grade	SC04-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list, written log)	Organism Search	100-102	
Fourth Grade	SC04-S4C3-01	Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population	Organism Search	100-102	
Fourth Grade	SC04-S4C3-03	Analyze the effect that limited resources (e.g., natural gas, minerals) may have on an environment	Space for a Niche	103-109	
Fourth Grade	R04-S3C1-08	Draw valid conclusions based on information gathered from expository text.	Space for a Niche	103-109	
Fourth Grade	SC04-S4C4-02	Give examples of adaptations that allow plants and animals to survive. Camouflage--horned lizards, coyotes; mimicry--monarch and viceroy butterflies; physical--cactus spines; mutualism--species of acacia that harbor ants, which repel other harmful insects	Win, Lose or Adapt	110-113	
Fourth Grade	SC04-S3C1-01	Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams)	Passing in Cincinnati, September 1, 1914	114-117	

Fourth Grade	SC04-S3C1-01	Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams)	The Incredible Shrinking Habitat	118	
Fourth Grade	SC04-S4C3-01	Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population	Scenery Seen	119	
Fourth Grade	SC04-S3C1-01	Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams)	Going Aaway for Winter--Or, What do We Mean By "Our?"	128-129	
Fourth Grade	SC04-S3C1-01	Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams)	What Extinct or Endangered Species Am I?	130	
Fourth Grade	SC04-S3C1-01	Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams)	Ducks Limited	140-144	
Fourth Grade	SC04-S4C3-01	Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population	The Edge of Home	145-149	
Fourth Grade	W04-S1C1-01	Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material).	Aqua Worlds	150-152	
Fourth Grade	SC04-S4C4-02	Give examples of adaptations that allow plants and animals to survive. Camouflage--horned lizards, coyotes; mimicry--monarch and viceroy butterflies; physica--cactus spines; mutualism--species of acacia that harbor ants, which repel other harmful insects	Fashion a Fish	153-156	
Fourth Grade	SC04-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list, written log)	Soil Samples	159	

Fourth Grade	SC04-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list, written log)	Water Flow	160
Fourth Grade	SC04-S1C2-04	Measure using appropriate tools (e.g., ruler, scale, balance,) and units of measure (i.e., metric, U.S. customary)	Wetlands Activities	164
Fourth Grade	SC04-S4C3-04	Describe ways in which resources can be conserved (e.g., by reducing, reusing, recycling, finding substitutes)	Chain of Life	165
Fourth Grade	W04-S3C1-01	Write a narrative based on imagined or real events, observations, or memories that includes: a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events	How Animals See Their World	166
Fourth Grade	SS04-S4C5-03	Describe the impact of human modifications (e.g., dams, mining, air conditioning, irrigation, agriculture) on the physical environment and ecosystems	Conserving the Parks	171-175
Fourth Grade	SS04-S4C1-02	Interpret political and physical maps using the following map elements: a) title, b) compass rose (cardinal and intermediate directions) c) symbols, d) legend e) scale f) road map index g) grid (latitude and longitude)	Plotting Protected Places	176-181

Grade Level	Standard #	Standard	Activity Title	Page #	Notes
Fifth Grade	W05-S3C1-08	Write a narrative based on imagined or real events, observations, or memories that includes: a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events	Pithouse to Pueblo	42-45	
Fifth Grade	SS05-S4C1-06	Construct maps, charts, and graphs to display geographic information	Who Were the Historic Southwest People?	50-58	
Fifth Grade	R05-S3C1-08	Draw valid conclusions based on information gathered from expository text.	To Plant or Not to Plant	59-61	
Fifth Grade	R05-S3C1-08	Draw valid conclusions based on information gathered from expository text.	Modern Cultures of the Verde Valley	62-65	
Fifth Grade	SC05-S1C2-03	Conduct simple investigations (e.g. related to forces and motion, Earth processes) based on student developed questions in life, physical, and Earth and space sciences.	Is it Limestone?	87	
Fifth Grade	SC05-S1C2-05	Conduct simple investigations (e.g. related to forces and motion, Earth processes) based on student developed questions in life, physical, and Earth and space sciences.	Evaporates	88	
Fifth Grade	SC05-S1C2-05	Conduct simple investigations (e.g. related to forces and motion, Earth processes) based on student developed questions in life, physical, and Earth and space sciences.	Organism Search	100-102	
Fifth Grade	R05-S3C1-08	Draw valid conclusions based on information gathered from expository text.	Space for a Niche	103-109	

Fifth Grade	SC05-S3C1-03	Evaluate the possible strengths and weaknesses of a proposed solution to a specific problem relevant to human, animal or habitat needs.	Passing in Cincinnati, September 1, 1914	114-117	
Fifth Grade	SC05-S3C1-03	Evaluate the possible strengths and weaknesses of a proposed solution to a specific problem relevant to human, animal or habitat needs.	The Incredible Shrinking Habitat	118	
Fifth Grade	SC05-S3C1-01	Explain the impacts of natural hazards on habitats (e.g. global warming, floods, asteroid or large meteor impacts)	Going Away for Winter--Or What Do We Mean By "Our?"	128-129	
Fifth Grade	SC05-S3C1-03	Evaluate the possible strengths and weaknesses of a proposed solution to a specific problem relevant to human, animal or habitat needs.	What Extinct or Endangered Species Am I?	130	
Fifth Grade	SC05-S3C1-01	Explain the impacts of natural hazards on habitats (e.g. global warming, floods, asteroid or large meteor impacts)	Ducks Limited	140-144	
Fifth Grade	W05-S1C1-01	Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).	Aqua Worlds	150-152	
Fifth Grade	SC05-S1C2-03	Conduct simple investigations (e.g. related to forces and motion, Earth processes) based on student developed questions in life, physical, and Earth and space sciences.	Soil Samples	159	
Fifth Grade	SC05-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list written log)	Soil Samples	159	
Fifth Grade	SC05-S1C2-03	Conduct simple investigations (e.g. related to forces and motion, Earth processes) based on student developed questions in life, physical, and Earth and space sciences.	Water Flow	160	

Fifth Grade	SC05-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list written log)	Water Flow	160	
Fifth Grade	SC05-S1C2-05	Record data in an organized and appropriate format (e.g., t-chart, table, list written log)	Wetlands Activities	164	
Fifth Grade	W05-S3C1-01	Write a narrative based on imagined or real events, observations, or memories that includes: a.. Characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events	How Animals See Their World	166	
Fifth Grade	SC05-S3C1-02	Propose a solution, resource or product that addresses a specific human, animal, or habitat need.	Design Your Own National Park	170	
Fifth Grade	SC05-S3C1-03	Evaluate the possible strengths and weaknesses of a proposed solution to a specific problem relevant to human, animal or habitat needs.	Design Your Own National Park	170	
Fifth Grade	SS05-S4C5-02	Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environments	Conserving the Parks	171-175	
Fifth Grade	SS05-S4C1-02	Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude	Plotting Protected Places	176-181	
<u>Grade Level</u>	<u>Standard #</u>	<u>Standard</u>	<u>Activity Title</u>	<u>Page #</u>	<u>Notes</u>
Sixth Grade	SS06-S1C1-08	Describe how archaeological research adds to our understanding of the past	Dig that Pad!	19-22	
Sixth Grade	SC06-S3C1-02	Describe how people plan for, and respond to, the following natural disasters: drought, flooding, tornadoes	Trees of Time	23-26	
Sixth Grade	SS06-S1C2-01	Describe the characteristics of hunting and gathering societies in the Americas	The Real Natural Food and Supply Market	35-38	

Sixth Grade	SS06-S1C2-02	Describe how farming methods and domestication of animals led to the development of cultures and civilizations from hunting and gathering societies	Agriculture	39-41	
Sixth Grade	SS06-S1C2-03	Describe the cultures of the Mongollon, Ancestral Puebloans (Anasazi) and Hohokam: a. location, agriculture, housing, arts, and trade networks. B. how these cultures adapted to and altered their environment	Agriculture	39-41	
Sixth Grade	R06-S3C1-09	Draw valid conclusions about expository text, supported by text evidence	Pithouse to Pueblo	42-45	
Sixth Grade	SS06-S5C1-01	Identify how limited resources and unlimited human wants cause people to choose some things and give up others	Let's Trade!	46-49	
Sixth Grade	SS06-S5C1-02	Determine how scarcity, opportunity costs and trade-offs influence decision-making	Let's Trade!	46-49	
Sixth Grade	SS06-S4C1-04	Locate physical and human features (e.g. significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map	Who Were the Prehistoric Southwest People?	50-58	
Sixth Grade	R06-S3C1-09	Draw valid conclusions about expository text, supported by text evidence	To Plant or Not to Plant	59-61	
Sixth Grade	R06-S3C1-09	Draw valid conclusions about expository text, supported by text evidence	Modern Cultures of the Verde Valley	62-65	
Sixth Grade	SC06-S1C2-05	Keep a record of observations, notes, sketches, questions and ideas using tools such as written and/or computer logs	Is It Limestone?	87	
Sixth Grade	SC06-S1C2-05	Keep a record of observations, notes, sketches, questions and ideas using tools such as written and/or computer logs	Evaporates	88	
Sixth Grade	SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Biological Diversity	92-94	

Sixth Grade	SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	And Then There Were None	95-99	
Sixth Grade	SC06-S1C2-05	Keep a record of observations, notes, sketches, questions and ideas using tools such as written and/or computer logs	Organism Search	100-102	
Sixth Grade	SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Organism Search	100-012	
Sixth Grade	SC06-S4C3-02	Describe how people plan for, and respond to, the following natural disasters: drought, flooding, tornadoes	Space for a Niche	103-109	
Sixth Grade	R06-S3C1-09	Draw valid conclusions about expository text, supported by text evidence	Space for a Niche	103-109	
Sixth Grade	SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Scenery Seen	119	
Sixth Grade	SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Biological Diversity Hunt	120-121	
Sixth Grade	SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Scavange for Biological Diversity	122-127	
Sixth Grade	SC06-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Blue Ribbon Niche	137-139	
Sixth Grade	W06-S1C1-05	Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	Aqua Worlds	150-152	
Sixth Grade	SC06-S6C1-02	Explain the composition, properties, and structure of the Earth's lakes and rivers	Earth Layers	158	
Sixth Grade	SC06-S1C2-05	Keep a record of observations, notes, sketches, questions and ideas using tools such as written and/or computer logs	Soil Samples	159	

Sixth Grade	SC06-S1C2-05	Keep a record of observations, notes, sketches, questions and ideas using tools such as written and/or computer logs	Water Flow	160	
Sixth Grade	SC06-S1C2-05	Keep a record of observations, notes, sketches, questions and ideas using tools such as written and/or computer logs	Wetlands Activities	164	
Sixth Grade	SC06-S4C3-01	Explain that sunlight is the major source of energy for most ecosystems.	Chain of Life	165	
Sixth Grade	W06-S3C1-01	Write a narrative that includes: a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone.	How Animals See Their World	166	
Sixth Grade	SC06-S6C1-02	Explain the composition, properties, and structure of the Earth's lakes and rivers	What Would Happen If?	167	
Sixth Grade	SS06-S4C5-02	Describe the intended and unintended consequences of human modification (e.g. irrigation, aqueducts, canals) on the environment	Conserving the Parks	171-175	
Sixth Grade	SS06-S4C1-01	Construct maps, charts, and graphs to display geographic information	Plotting Protected Places	176-181	
<u>Grade Level</u>	<u>Standard #</u>	<u>Standard</u>	<u>Activity Title</u>	<u>Page #</u>	<u>Notes</u>
Seventh Grade	R07-S3C1-10	Make relevant inferences about expository text, supported by text evidence	Pithouse to Pueblo	42-45	
Seventh Grade	SS07-S5C1-01	Explain how limited resources and unlimited human wants cause people to choose some things and give up others	Let's Trade!	46-49	

Seventh Grade	SS07-S5C1-02	Determine how scarcity, opportunity costs, and trade-offs influence decision-making	Let's Trade!	46-49	
Seventh Grade	SS07- S4C1-04	Locate physical and cultural features (e.g. continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world	Who Were the Prehistoric Southwest People?	50-58	
Seventh Grade	R07-S3C1-10	Make relevant inferences about expository text, supported by text evidence	To Plant or Not to Plant	59-61	
Seventh Grade	R07-S3C1-10	Make relevant inferences about expository text, supported by text evidence	Modern Cultures of the Verde Valley	62-65	
Seventh Grade	SC07-S6C1-03	Explain the following processes involved in the formation of the Earth's structure: erosion, deposition, plate tectonics, volcanism	Is It Limestone?	87	
Seventh Grade	SC07-S6C2-03	Analyze the effects that bodies of water have on the climate of a region	Is It Limestone?	87	
Seventh Grade	SC07-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Evaporates	88	
Seventh Grade	SC07-S4C3-04	Evaluate data related to problems associated with population growth (e.g. overgrazing, forest management, invasion of non-native species) and the possible solutions	Biological Diversity	92-94	
Seventh Grade	SC07-S4C3-06	Create a model of the interactions of living organisms within an ecosystems	Biological Diversity	92-94	
Seventh Grade	SC07-S4C3-04	Evaluate data related to problems associated with population growth (e.g. overgrazing, forest management, invasion of non-native species) and the possible solutions	And Then There Were None	95-99	

Seventh Grade	SC07-S4C3-06	Create a model of the interactions of living organisms within an ecosystems	And Then There Were None	95-99	
Seventh Grade	SC07-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Organism Search	100-102	
Seventh Grade	SC07-S4C3-04	Evaluate data related to problems associated with population growth (e.g. overgrazing, forest management, invasion of non-native species) and the possible solutions	Organism Search	100-102	
Seventh Grade	SC07-S4C3-06	Create a model of the interactions of living organisms within an ecosystems	Organism Search	100-102	
Seventh Grade	SC07-S4C3-02	Explain how organisms obtain and use resources to develop and thrive in: niches, predator/prey relationships	Space for a Niche	103-109	
Seventh Grade	SC07-S4C3-04	Evaluate data related to problems associated with population growth (e.g. overgrazing, forest management, invasion of non-native species) and the possible solutions	Space for a Niche	103-109	
Seventh Grade	R07-S3C1-10	Make relevant inferences about expository text, supported by text evidence	Space for a Niche	103-109	
Seventh Grade	SC07-S3C1-01	Analyze environmental risks (e.g. pollution, destruction of habitat caused by human interaction with biological or geological systems.	Passing in Cincinnati, September 1, 1914	114-117	
Seventh Grade	SC07-S3C1-01	Analyze environmental risks (e.g. pollution, destruction of habitat caused by human interaction with biological or geological systems.	The Incredible Shrinking Habitat	118	
Seventh Grade	SC07-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Scenery Seen	119	

Seventh Grade	SC07-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Biological Diversity Hunt	120-121	
Seventh Grade	SC07-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Scavage for Biological Diversity	122-127	
Seventh Grade	SC07-S3C1-01	Analyze environmental risks (e.g. pollution, destruction of habitat caused by human interaction with biological or geological systems).	Going Away for Winter--Or, What Do We Mean By "Our?"	128-129	
Seventh Grade	SC07-S3C1-01	Analyze environmental risks (e.g. pollution, destruction of habitat caused by human interaction with biological or geological systems).	What Extinct or Endangered Speacies Am I?	130	
Seventh Grade	SC07-S4C3-02	Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog	Blue Ribbon Niche	137-139	
Seventh Grade	SC07-S4C3-04	Analyze the interactions of living organisms with their ecosystems: limiting factors, carrying capacity	Blue Ribbon Niche	137-139	
Seventh Grade	SC07-S3C1-01	Analyze environmental risks (e.g. pollution, destruction of habitat caused by human interaction with biological or geological systems).	Ducks Limited	140-144	
Seventh Grade	SC07-S4C3-04	Analyze the interactions of living organisms with their ecosystems: limiting factors, carrying capacity	The Edge of Home	145-149	
Seventh Grade	W07-S1C1-05	Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources).	Aqua Worlds	150-152	
Seventh Grade	SC07-S6C1-03	Explain the following processes involved in the formation of the Earth's stucture: erosion, deposition, plate tectonics, volcanism	Earth Layers	158	

Seventh Grade	SC07-S6C1-04	Describe how the rock and fossil record show that environmental conditions have changed over geologic and recent time	Earth Layers	158	
Seventh Grade	SC07-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Soil Samples	159	
Seventh Grade	SC07-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Water Flow	160	
Seventh Grade	SC07-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Wetlands Activities	164	
Seventh Grade	SC07-S4C3-01	Compare food chains in a specified ecosystem and their corresponding food web	Chain of Life	165	
Seventh Grade	W07-S3C1-01	Write a narrative that includes: a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone	How Animals See Their World	166	
Seventh Grade	SC07-S3C1-02	Analyze environmental benefits of the following human interactions with biological or geological systems: reforestation, habitat restoration, construction of dams	Design Your Own National Park	170	
Seventh Grade	SS07-S4C5-03	Describe how humans modify environments (e.g. conservation, deforestation, dams) and adapt to the environment.	Conserving the Parks	171-175	

Seventh Grade	SS07-S4C1-01	Construct maps, charts, and graphs to display geographic information	Plotting Protected Places	176-181	
<u>Grade Level</u>	<u>Standard #</u>	<u>Standard</u>	<u>Activity Title</u>	<u>Page #</u>	<u>Notes</u>
Eighth Grade	R08-S3C1-10	Make relevant inferences about expository text, supported by text evidence.	Pithouse to Pueblo	42-45	
Eighth Grade	SS08-S5C1-01	Explain how limited resources and unlimited human wants cause people to choose some things and give up others	Let's Trade!	46-49	
Eighth Grade	SS08-S5C1-02	Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making	Let's Trade!	46-49	
Eighth Grade	R08-S3C1-10	Make relevant inferences about expository text, supported by text evidence.	To Plant or Not to Plant	59-61	
Eighth Grade	R08-S3C1-10	Make relevant inferences about expository text, supported by text evidence.	Modern Cultures of the Verde Valley	62-65	
Eighth Grade	SC08-S1C2-04	Perform measurements using appropriate scientific tools (e.g. balances, microscopes, probes, micrometers)	Is It Limestone?	87	
Eighth Grade	SC08-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Evaporates	88	
Eighth Grade	SC08-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Organism Search	100-102	
Eighth Grade	R08-S3C1-10	Make relevant inferences about expository text, supported by text evidence.	Space for a Niche	103-109	
Eighth Grade	SC08-S4C4-06	Describe the following factors that allow for the survival of living organisms: protective coloration, beak design, seed dispersal, pollination	Win, Lose, or Adapt	110-113	

Eighth Grade	SC08-S3C1-01	Analyze the risk factors associated with natural, human induced, and/or biological hazards, including: waste disposal of industrial chemicals, greenhouse gasses	Passing in Cincinnati, September 1, 1914	114-117	
Eighth Grade	SC08-S3C1-01	Analyze the risk factors associated with natural, human induced, and/or biological hazards, including: waste disposal of industrial chemicals, greenhouse gasses	The Incredible Shrinking Habitat	118	
Eighth Grade	SC08-S3C1-01	Analyze the risk factors associated with natural, human induced, and/or biological hazards, including: waste disposal of industrial chemicals, greenhouse gasses	Going Away for Winter--Or, What Do We Mean By "Our?"	128-129	
Eighth Grade	SC08-S3C1-01	Analyze the risk factors associated with natural, human induced, and/or biological hazards, including: waste disposal of industrial chemicals, greenhouse gasses	What Extinct or Endangered Species Am I?	130	
Eighth Grade	SC08-S3C1-01	Analyze the risk factors associated with natural, human induced, and/or biological hazards, including: waste disposal of industrial chemicals, greenhouse gasses	Ducks Limited	140-144	
Eighth Grade	W08-S1C1-05	Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material, or other sources).	Aqua Worlds	150-152	
Eighth Grade	SC08-S4C4-06	Describe the following factors that allow for the survival of living organisms: protective coloration, beak design, seed dispersal, pollination	Fashion a Fish	153-156	
Eighth Grade	SC08-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Soil Samples	159	
Eighth Grade	SC08-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Water Flow	160	

Eighth Grade	SC08-S1C2-05	Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs	Wetlands Activities	164	
Eighth Grade	W08-S3C1-01	Write a narrative that includes: a. an engaging plot based on imagined or real ideas, observations, or memories of an event or experience b. effectively developed characters c. a clearly described setting d. dialogue, as appropriate e. figurative language, or descriptive words and phrases to enhance style and tone	How Animals See Their World	166	
Eighth Grade	SC08-S3C1-02	Analyze possible solutions to address the environmental risks associated with chemicals and biological systems	Design Your Own National Park	170	
Eighth Grade	SS08-S4C5-05	Analyze changing ideas and viewpoints on the best use of natural resources (e.g. value of oil, water use, forest management).	Conserving the Parks	171-175	
Eighth Grade	SS08-S4C1-01	Construct maps, charts, and graphs to display geographic information	Plotting Protected Places	176-181	
<u>Grade Level</u>	<u>Standard #</u>	<u>Standard</u>	<u>Activity Title</u>	<u>Page #</u>	<u>Notes</u>
High School	SCHS-S3C1-02	Describe the environmental effects of the following natural and/or human-caused hazards: flooding, drought, earthquakes, fires, pollution, extreme weather	Trees of Time	23-26	

High School	SSHS-S1C2-01	Describe Preshisoric Cultures of the North American continent: a. Paleo-Indians, including Clois, Folsom, and Plano, b. Moundbuilders, including Adena, Hopewell, and Mississippian, c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)	The Real Natural Food and Supply Market	35-38	
High School	SSHS-S1C2-01	Describe Preshisoric Cultures of the North American continent: a. Paleo-Indians, including Clois, Folsom, and Plano, b. Moundbuilders, including Adena, Hopewell, and Mississippian, c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Ana	Agriculture	39-41	
High School	SSHS-S5C1-01	Analyze the implication of scarcity: a. limited resources and unlimited human wants influence choice at individual, national, and international levels, b. factors of production (e.g. natural, human, and capital resources, entrepreneurship, technology, c. marginal analysis by producers, consumers, savers, and investors	Let's Trade!	46-49	
High School	SCHS-S6C1-02	Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenisi relate to redistribution of materials within the Earth system	Is It Limestone?	87	
High School	SCHS-S1C2-04	Conduct a scientific investigation that is based on a research design	Evaporates	88	
High School	SCHS-S1C2-05	Record observation, notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers	Evaporates	88	
High School	SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	Biological Diversity	92-94	

High School	SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	And Then There Were None	95-99	
High School	SCHS-S1C2-05	Record observation, notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers	Organism Search	100-102	
High School	SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	Organism Search	100-102	
High School	SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	Space for a Niche	103-109	
High School	SCHS-S4C4-03	Describe how the continuing operation of natural selection underlies a population's ability to adapt to changes in the environment and leads to biodiversity and the origin of new species	Win, Lose, or Adapt	110-113	
High School	SCHS-S3C1-01	Evaluate how the processes of natural ecosystems affect, and are affected by, humans	Passing in Cincinnati, September 1, 1914	114-117	
High School	SCHS-S3C1-03	Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards.	Passing in Cincinnati, September 1, 1914	114-117	
High School	SCHS-S3C1-01	Evaluate how the processes of natural ecosystems affect, and are affected by, humans	The Incredible Shrinking Habitat	118	
High School	SCHS-S3C1-03	Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards.	The Incredible Shrinking Habitat	118	
High School	SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	Scenery Seen	119	
High School	SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	Biological Diversity Hunt	120-121	

High School	SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	Scavange for Biological Diversity	122-127	
High School	SCHS-S3C1-03	Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards.	Going Away for Winter--Or, What Do We Mean By "Our?"	128-129	
High School	SCHS-S3C1-01	Evaluate how the processes of natural ecosystems affect, and are affected by, humans	What Extinct or Endangered Species am I?	130	
High School	SCHS-S3C1-03	Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards.	What Extinct or Endangered Species am I?	130	
High School	SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	Blue Ribbon Niche	137-139	
High School	SCHS-S3C1-03	Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards.	Ducks Limited	140-144	
High School	SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	The Edge of Home	145-149	
High School	WHS-S1C1-01	Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).	Aqua Worlds	150-152	
High School	SCHS-S4C4-01	Identify the following components of natural selection, which can lead to speciation: potential for a species to increase its numbers, genetic variability and inheritance of offspring due to mutation and recombination of genes, finite supply of resources required for life, selection by the environment of those offspring better able to survive and produce offspring	Fashion a Fish	153-156	

High School	SCHS-S6C1-02	Demonstrate how dynamic processes such as weathering, erosion, sedimentation, metamorphism, and orogenesis relate to redistribution of materials within the Earth system	Earth Layers	158	
High School	SCHS-S1C2-05	Record observation, notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers	Soil Samples	159	
High School	SCHS-S1C2-05	Record observation, notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers	Water Flow	160	
High School	SCHS-S1C2-05	Record observation, notes, sketches, questions, and ideas using tools such as journals, charts, graphs, and computers	Wetlands Activities	164	
High School	SCHS-S4C3-01	Identify the relationships among organisms within populations, communities, ecosystems, and biomes	Chain of Life	165	
High School	WHS-S3C1-01	Write a personal narrative that: a. describes a sequence of events, focusing on one incident experienced by the author b. sets scenes and incidents in specific times and places c. describes with specific details the sights, sounds, and smells of the scenes d. uses figurative language (e.g., simile, metaphor, personification)	How Animals See Their World	166	
High School	SCHS-S6C1-06	Analyze methods of reclamation and conservation of water.	What Would Happen If?	167	
High School	SCHS-S3C1-05	Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity	Design Your Own National Park	170	
High School	SSHS-S4C5-06	Analyze policies and programs for resource use and management (e.g. the trade-off between environmental quality and economic growth in the twentieth century).	Conserving the Parks	171-175	

High School	SSHS-S4C1-02	Interpret maps and images (e.g. political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat	Plotting Protected Places	176-181	
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